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ABSTRACT

The purpose of this handbook is to provide information on the fundamental requirements, as set down in the Federal law and policy, that are necessary in planning Title I, Elementary Secondary Education Act proposals. Also, this handbook is meant to clarify Title I of the Elementary and Secondary Education Act of 1965 and its amendments. It provides a further elaboration of Health Education Welfare Department Program Guides 44 and 45A for Title I. The handbook is organized to reflect in sequence each phase of the planning and development of a Title I proposal; each phase is discussed in terms of legal and guideline requirements. After the first general section on the purpose of Title I, the content material in bold type is that which is quoted directly from the Title I law. The questions, answers, and exercises are designed to clarify that law and discuss how it relates to the policies of the Detroit Public Schools. Section two, "Target areas," discusses topics related to the selection of attendance areas for Title I projects. Section three discusses "Comprehensive assessment of needs", and section four deals with "program design." Section five discusses topics relevant to the implementation of program proposals and section six discusses the specific evaluation procedures included in the Title I program. Section seven discusses topics relevant to "fiscal planning." (Author/JM)

ED 073198

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

TITLE I PLANNING HANDBOOK

Compiled by:

Program Development Department
of the
Office of Federal, State and Special Projects

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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INTRODUCTION

The purpose of this Handbook is to inform you of the fundamental requirements, as set down in the federal law and policy that are necessary to know in planning Title I, ESEA proposals. This Handbook is meant to clarify Title I of the Elementary and Secondary Education Act of 1965 and its amendments. It provides a further elaboration of H.E.W. Program Guides 44 and 45A for Title I.

This Handbook is organized to reflect in sequence each phase of the planning and development of a Title I proposal. Each phase is discussed in terms of legal and guideline requirements. After the first general section on "Purpose" the content material in bold type is that which is quoted directly from the Title I law. The questions, answers and exercises are designed to clarify that law and discuss how it relates to the policies of the Detroit Public Schools.

TABLE OF CONTENTS

		PAGE
I.	PURPOSE.	7
II.	TARGET AREA.	10
III.	COMPREHENSIVE ASSESSMENT OF NEED	12
IV.	PROGRAM DESIGN	15
V.	IMPLEMENTATION	20
VI.	EVALUATION	25
VII.	FISCAL PLANNING	29

TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT 1965

I. PURPOSE

Comments

The purpose of Title I, ESEA, is to raise the academic achievement level of educationally deprived children who are residents of school attendance areas with a high incidence of low-income families through specially designed compensatory education programs.

1. *What is the source of funding for Title I ESEA?*

   Title I, ESEA projects are federally funded although the money is disbursed through the State Department of Education.

2. *Who approves the local school district Title I project for funding?*

   Project approval is a function of the State Department of Education.

3. *Who may receive Title I funds?*

   Only the Central Board of the school district is the authorized recipient of Title I funds.

4. *For what period of time do Title I projects run?*

   Title I projects can be regular school year (September-June) and summer (July-August). When developing a proposal it should be designated as to whether it will be a full-year, summer or both. Although a project may be repeated from one year to the next, it must be developed and resubmitted each year for approval.

5. *How soon in the full school year may a program begin?*

   If the project application has been submitted to the State Department of Education by the submission deadline the DPS will receive approval in time to begin projects at the beginning of the school year in September.

6. *How is the amount of the Title I grant determined?*

   The number of children ages 5-17 from low-income families is determined for each school district and the money allocated for Title I is granted to school districts based on the proportion of low-income students.

7. *Is there any specific amount that we must spend for Title I programs?*

   The amount of money spent in a Title I program is determined by districts per-pupil expenditure. According to Federal and State guidelines and policy "no less than one half of the expenditure per child from state and local funds for the applicant's regular school program should serve as the investment per child on an annual basis for compensatory educational services designed to supplement the child's regular school activities."

8. *What kind of programming may I have with Title I funding?*

   Title I is categorical aid for educationally deprived children. It, therefore, cannot be used for general purposes. It must relate to raising the academic achievement of the children served and the project must be of sufficient size, scope and quality to give reasonable promise of substantial success. But, the specific type of project (Pre-School, Reading, Individualization of Instruction) is left to the discretion and judgment of the Public School District.

9. *Can I develop a Title I program to serve an entire school in my Region?*

   Because Title I is categorical aid it must be focused on a limited number of students. If the students of an entire school are chosen for Title I services, then the school must have the highest incidence of poverty in the area and the number of total schools and students served by Title I must be reduced. Otherwise serving all the students of a school would be considered general aid to education and is not permitted under Title I.

10. *Can I develop a Title I program to serve the entire population in several Title I schools in my Region?*

    No. Serving several entire Title I schools would not provide for a concentration of services and may be considered general aid to education which is not permissable with Title I.

11. *There is a Board supported service in some schools in my Region that is not available to some Title I students. Can I develop a Title I program to offer that service in the Title I schools?*

    No. ".....services that are already available or will be made available for children in the non-project areas should be provided on an equal basis in the project areas with state and local funds rather than with Title I funds." (Program Guide #44)

12. *We have had a successful Title I program in some Title I schools which we would like to expand to non-Title I schools with local funds, is that permissable?*

    No. ".....as services initiated in the project areas under Title I are extended to children residing in non-project areas the applicant will assume full support of those (project and non-project) services under its regular school budget." (Program Guide #44)

13. *Can I pay for some parts of my Section 3 program with Title I? (i.e., an additional staff person, new equipment)*

    No. There is no co-mingling allowed between Title I and other funding sources. Title I services must be offered in a complete, self-supporting program.

14. *Can I duplicate a Section 3 program with Title I in my school?*

    Yes. If you have a successful program operating under Section 3 you may set up another program like it with Title I as long as Title I completely supports staffing, equipping and operation of its program and as long as the services are provided to eligible Title I students.

II. TARGET AREAS

Comments

The attendance areas selected for Title I projects are those areas which on the basis of the best available information have high concentrations of children from low-income families. (Authority: 20USC 241e(a)(1)

1. *How are the attendance areas selected for Title I projects?*

   On the basis of the most recently available (1960) Census data, ADC count and Welfare information, the number of children ages 5-17 from low-income families are computed. The attendance areas with the highest percentage of children from low-income families determines that the schools serving those attendance areas will receive Title I funding.

2. *What is the difference in "A" and "B" schools?*

   In Detroit the schools with high incidence of low-income children have been categorized into "A" and "B" schools. Title I A schools have 50% or more of their enrollment as children from low-income families. Because they have the highest incidence of poverty they receive the highest concentration of Title I services. Title I B schools have 40%-50% of their enrollment as children from low-income families and also receive Title I services.

3. *Will the 1970 Census data be used to determine target schools?*

   The official 1970 Census data has not yet been released. As soon as it is the target area schools will be reassessed to identify the schools with the highest percentages of children from low-income families. We anticipate this data to be available in time to reassess the schools for Fall, 1972.

4. *Are we obligated to serve non-public schools?*

   Yes. The Title I target area has been determined for Detroit Public Schools and non-public schools have been identified to participate in Title I programs on the basis of their location in or proximity to the Title I target area.

5. *Can I serve any students in a school designated as eligible for Title I services?*

   No. Services must be concentrated on a limited number of students who demonstrate the most critical need for compensatory education.

   All students who participate in our Title I programs must meet at least three of the following criteria:

   1. one or more years retarded in reading achievement,

   2. one or more years retarded in mathematics achievement,

   3. a minimum of ten days absence per semester,

4. one or more years overaged in grade placement,

5. one or more police contacts,

6. three or more school counselor contacts for disciplinary action,

7. from a low-income family.

6. *Can I provide adult education classes for parents of Title I children with Title I funds?*

No. Title I is the first section of the Elementary and Secondary Education Act of 1965. It permits the providing of services to pre-school, elementary and secondary school age children. But it is considered a service to a Title I child to provide programs for parents that will help them work better with their child. Therefore, such programs would be considered a legitimate Title I expense.

7. *What is meant by concentrating services on a limited number of children?*

Title I does not receive enough funding to meet needs of all educationally deprived children. The law requires that Title I projects be of "sufficient size, scope, and quality to give reasonable promise of substantial progress." More services will be available to Title I students when the number served is limited. This avoids the danger of spreading the money out so thin that no substantial gain can be made. The per pupil cost for the Title I project should be at least one-half of the expenditure per child from the local funds.

8. *Do we have to keep track of every child served by Title I?*

Yes. A list must be maintained within the school or at the location of the project of the children involved in Title I programming there. This list should describe the several criteria that declares each child eligible for Title I.

9. *Can we design a program to serve 4th through 6th grades of all Title I schools?*

It is not permissable to have one program serving a common grade span. This again is considered general aid to education. The program must be designed to meet certain specific needs of Title I students. Students in the area served who are most in need of the program will be enrolled in it. With a supplementary science program, children who experience educational deprivation in that subject matter would have to be served. With categorical aid, we cannot presume that all children in a common grade span will be eligible for or have the need for a specific service.

III. COMPREHENSIVE ASSESSMENT OF NEEDS

Comments

The priority needs of educationally deprived children in the eligible attendance areas (target populations) were determined in consultation with teachers, parents, private school authorities, and representatives of other agencies which have a genuine and continuing interest in such children. The evidence of need and the basis for the assignment of priorities have been documented. (Authority: 20 USC 241e(a) (1)

The Title I program was planned as an integral part of a comprehensive compensatory educational program involving the coordinated use of resources from other programs and agencies. (Authority: 20 USC 241e (a) (1) and 883(c)

1. *Who are the educationally deprived children?*

   Children living in the target area (areas with the highest incidence of children from low-income families) are "...those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term includes children who are handicapped or whose needs for such special educational assistance result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large." (45 CFR 116.1 (i)

2. *What is the purpose of a comprehensive assessment of needs if I know how I want to spend Title I money already?*

   Title I guidelines require that children's needs be defined and programs be developed to respond to those needs. This is seen as a more constructive approach to solving educational problems of children than defining a program and finding children to fit it.

3. *How do we assess needs of educationally deprived children?*

   Title I places primary focus on academic achievement. Therefore, the educational needs of children should be considered first. Testing data, concerns of principals, teachers and parents should reveal educational problems. As these problems emerge other factors such as social, nutritional; and medical needs that contribute to low educational attainment will be revealed.

4. *How specific must we be in defining needs?*

   Needs must be based on objective information. If reading ability is a need you must be able to determine that on the basis of data which shows that in the target school(s) a certain percentage of the students need to improve in reading ability. The need would then be determined by:

   1) The number of students with the problem. Ex. 40 percent of all fourth graders in target schools.

   2) The extent of the problem, comparing the current level of ability which exhibits the problem with a set standard. Ex. One year or more below grade level in reading achievement.

The need would state an existing condition such as "40 percent of the fourth graders in the target schools are one year or more below grade level in reading achievement.

Reading achievement is a fairly general term. The next step in assessing needs will be to find the specific problems in reading achievement such as decoding skills, oral reading, comprehension. This can only be determined if the data provides information on achievement for sub categories under the problem (i.e. reading ability). But when student deficiencies are defined this specifically, it will then be possible to determine the behaviors in the student that must be changed to correct the problem.

5. *What if we find that students have a low self-image and defined improvement of self-image as a need; is that included under academic achievement?*

   In the first few years of Title I several programs were developed and focused on improving self-image. These programs rarely made substantial progress in improving academic achievement. The trend of Title I programs throughout the country has shown that when the students' educational needs have been met to the extent that the student is experiencing success in school, that success has been the most influential factor in improving a student's self-image. If a student feels inadequate because of an inability to read, improving the reading ability of the student will reduce the feeling of inadequacy of the student. Federal, State and local Title I experience has led to the focus on academic achievement as the means to improve self-image.

6. *Many of our students have had limited cultural experiences and exposure. How does the need for cultural enrichment relate to legitimate Title I educational needs?*

   Cultural enrichment programs were extensively implemented in the first few years of Title I. And again it was found throughout the country that broadening the cultural experiences of Title I students did not directly relate to improving skills in reading, math, etc. Although cultural enrichment may be determined to be a need of target children in your area, the fulfillment of this need will have a low priority under Title I.

7. *As we determine the various needs of Title I students, how shall we determine which of those needs can be met by Title I?*

   Once the needs of the target area children have been determined, they should be put in a priority listing with the most critical needs receiving highest priority. The policy of the State Department of Education in approving Title I projects is a guide for ranking needs according to Title I priorities:

   1) "programs for the disadvantaged shall have as the primary objective, the raising of the achievement level in the skill areas"

2) "the highest priority shall be given to serving children enrolled in pre-kindergarten through grade 3."

8. *Does this mean that we cannot provide programs for secondary level needs?*

No. It is permissable to meet needs of eligible students at the secondary level with Title I funds as long as the emphasis is placed on academic achievement. The State policy calls for a greater concentration of services in pre-school through early elementary grades but that does not have to be done to the exclusion of other grade levels.

9. *There are many defined needs of Title I children that do not relate directly to academic achievement. Can they be met by Title I?*

The guidelines refer to "coordinated use of resources from other programs and agencies." Title I guidelines anticipate that community and other agency resources will be used particularly with respect to needs for improved nutrition, treatment and prevention of diseases and disabilities, and other needs indirectly related to the educational process.

10. *How much information do we need to collect to assess the needs of target students?*

In developing a Title I program you will first have to document the need that the program is serving. You will need enough evidence (data) of that need to rationalize the program for Title I funding. Documentation of need with data must accompany all Title I proposals.

11. *How do we determine these needs in "consultation with teachers, parents, private school authorities and representatives of other agencies?"*

To carry this out the Title I guidelines require that each school district establish local advisory committees to be involved in the assessment of need as well as the development of the program, the implementation and evaluation.

In Detroit we have Title I Advisory Councils at the local school level and on a Region basis. **Local school advisory councils** composed of parents, community-at-large, staff and students are functioning or being developed in all Title I schools. The selection or election of representatives is determined at the local school level. These advisory councils determine the needs of their children in the local school.

Each **Regional Advisory Council** is representative of the Title I schools within the Region. Its membership includes parents of students in the Title I schools and the parents constitute at least 50% of the total membership of the Council. Wherever possible the Regional Advisory Council membership is built from membership in local advisory councils in Title I schools. The Regional Advisory Councils function to relate local school needs and priorities to the Region Board and subsequently to the Office of Federal, State and Special Projects.

IV. PROGRAM DESIGN

Comments

The application shows that the Title I program is based on a consideration of the relative needs of children at all ages and grade levels and is designed to meet a limited number of high priority needs which cannot be met through the regular school program or other programs. (Authority: 20 USC 241e(a) (1)

1. *What kinds of programs are permissable under Title I?*

   If the needs of target area children have been carefully assessed and there is an effort to provide for concentration of services in a comprehensive program then within the limitations previously discussed there is a wide variety of programs which are permissable under Title I. As indicated in the guidelines above, the grade level to receive primary focus and the highest priority needs should determine the kind of program.

****

The applicant's Title I program will be conducted in a limited number of eligible attendance areas and will provide relatively higher concentrations of services in areas having the highest incidence of poverty. (Authority: 20 USC 241e(a) (1)

2. *How will I determine which schools will receive the Title I program?*

   The schools with the highest incidence of children from low-income families will receive the Title I services. Those are the only schools qualified for Title I. (See Part II - Target Area)

3. *What do you mean by concentration of services?*

   "Title I services will be programmed so that those services will be concentrated on a limited number of children."

   A limited number of identified children manifesting the most critical need for Title I service in each of the eligible schools will receive Title I services.

****

Consideration has been given to the relationship of the Title I program to the regular school program and to the possibility of modifying that program so as to provide a better base for the addition of supplementary compensatory educational services. (Authority: 20 USC 241e(a) (1)

4. *What is considered a "supplementary compensatory educational service?*

   Educational services that the student received in addition to the regular school program are supplementary. Additional services should be coordinated and build on the regular school program. Revision of regular services may need to be considered in attempting to provide high quality supplementary programs under Title I.

Consideration of modification of the regular school program should be made if it is not providing an effective base for the Title I program.

5. *If Title I is a supplementary program can we offer this program after school?*

   It has been found that after-school programs are least effective in improving academic achievement. Students perform better during the regular school day and Title I should be focused on the students' "prime time".

6. *Does the Title I program always have to serve children?*

   Yes. It must provide direct service to children or indirect service through training staff who will work with them.

****

Due consideration has been given to the provisions of Title I services not only during the regular school year but also during the summer. (Authority: 20 USC 241e(a) (1)

7. *What if after the full-year program has been planned there isn't enough money for a good summer program?*

   There may be other unanticipated Title I monies available during the school year which you will be able to reserve for summer. Because of the changeable nature of Federal funding, we have found in the past some additional money available in the Spring of the year from reallocation of programs and local unexpended Title I funds. These monies can be applied to a summer program.

8. *Which should I develop first, my regular or summer program?*

   Title I money appropriated for a new year applies to programs beginning in September and includes the summer following that school year. Ex. School year 72-73, Summer 73. When you develop the full-year proposal, consideration should be given to the program for the following summer and an initial plan developed. Final details of the summer program do not need to be planned until early spring of the school year.

9. *Can we use most of our annual Title I grant for summer programs?*

   No. The major Title I effort must be made during the regular school year (September-June). You may, however, reserve a minimal portion of your Title I funds for summer programs.

****

The Title I program is based on clearly stated objectives and desired outcomes and, if executed as planned, will very likely result in reduction of educational deficiency. (Authority: 20 USC 241e(a) (1)

10. *Once the high priority need is defined, can we develop any kind of program we want to meet that need?*

The program developed must be based on a determination of specific behaviors which cause the problem that the program would change. You must show in the program design how the program is aimed at changing the behavior.

WRITING PROGRAM OBJECTIVES

The desired behavioral changes must be stated in objectives following the format of the State Department of Education. For each Title I program or component focused on academic achievement, you must be able to describe:

A. **INDIVIDUALS** – Who is receiving the program: the age or grade level, total number served, their location (school), and specific problem. Ex. 485 students, grade 4 in Region X who have not been able to pronounce or read 50 percent or more of the 5500 word vocabulary used in the fourth grade textbooks.

B. **BEHAVIOR** – Specifically what do you want to change in the students which will alleviate the need. Ex. Vocabulary decoding.

C. **LEVEL OF ACCOMPLISHMENT** – Realistically, what do you expect the students to accomplish to alleviate the need. Ex. 75% of the students in the program will be able to orally read at least 90 percent of the words used in fourth grade textbooks.

D. **MEASUREMENT METHODOLOGY** – What will you use to determine if the level of accomplishment has been met. Ex. Oral Reading Tests.

The format should also be used to write objectives for other Title I services which are components of an academic achievement program. For example: A pre-school program may provide the children enrolled with a medical examination before entry into kindergarten. Or a program for pregnant high school girls could provide pre-natal care and post-natal guidance.

Title I Format For Writing Performance Objective

Complete Boxes #3 and #4

Fill Out Completely For A Junior High Program Aimed at Preventing Students From Dropping Out of School

PERFORMANCE OBJECTIVE	PERFORMANCE OBJECTIVE	PERFORMANCE OBJECTIVE
NDIVIDUAL(S) 485 students, grade 4 in Region X who have not been able to orally read 50% or more of the 5500 word vocabulary used in fourth grade textbooks.	1 INDIVIDUAL(S) 200 sixth grade students in Region Y who cannot perform the four basic mathematics operations using whole numbers.	1 INDIVIDUAL(S)
BEHAVIOR Vocabulary Decoding	2 BEHAVIOR Mathematics Computation	2 BEHAVIOR
LEVEL OF ACCOMPLISHMENT 75% of the students in the program will be able to orally read at least 90 percent of the words used in fourth grade textbooks.	3 LEVEL OF ACCOMPLISHMENT	3 LEVEL OF ACCOMPLISHMENT
MEASUREMENT METHODOLOGY Oral Reading Tests	4 MEASUREMENT METHODOLOGY	4 MEASUREMENT METHODOLOGY

V. IMPLEMENTATION

Comments

The proposed staffing pattern is appropriate for the activities and services to be provided. (Authority: 20 USC 241e(a) (1)

1. *Is there a set teacher-pupil ratio I must maintain with Title I programs?*

   No. The Title I program must be a separate, discreet effort from the regular school program. Therefore, staffing must be provided for the entire program. The adult or teacher-pupil ratio will be determined by what is necessary to meet the objectives of the program. If it is a self-instructional program, the adult function would be one of monitoring and require fewer teachers whereas a traditional remedial reading program would require more reading teachers per pupil.

2. *What are the limitations on the use of aides in Title I programs?*

   Aides must provide services to a specific group of identified children. But several aides working under the direction of a certified teacher can monitor the activities of the self-instructional material. To determine the most effective use of aides you should ask how will their function help fulfill the objectives and reach the desired outcomes of the program.

3. *How should we consider the inclusion of program administrators to the staffing pattern of the Title I program?*

   Though additional administrators may be necessary to provide for effective implementation of the program, they do not provide direct services to Title I children. Therefore, administrative costs must be kept at an absolute minimum.

4. *Can we buy educational materials for our Title I program?*

   Yes. The materials and supplies purchased for Title I programs should be those that will be directed at a change in the behaviors listed in the objectives.

5. *Is there any limit on the purchase of equipment for the Title I program?*

   Yes. Purchase of equipment is discouraged under Title I. If it is essential to purchase equipment the purchase must not exceed 5 percent of your total budget.

   Justification for the purchase of any equipment including a description of how it will be used and effect student behaviors must accompany the request for equipment.

****

In-service training will be geared specifically to the requirements of the Title I program and the needs of the Title I staff.

6. *Can I provide in-service training for all of the teachers in my Title I school?*

   No. Although the school may qualify to receive Title I services, it is the identified students who are eligible. Only teachers, aides, etc. who work directly with eligible children qualify for Title I in-service training.

7. *Do teachers and aides receive in-service training together?*

   It is highly recommended in Title I guidelines that whenever possible teachers and aides receive in-service training together to facilitate communication and mutual understanding of how their functions will contribute to changing the children's behaviors listed in the objectives.

8. *How are parents involved in the Title I program?*

   Parents may be employed as aides in the program. Or, special programs may be developed to provide services to parents to assist them in helping their children. If a Title I program includes take-home activities for children, parents could be trained to make the most effective educational use of the activities at home.

****

The Title I program includes provisions for the dissemination of information to teachers and administrators for their use in planning and conducting projects.

9. *Is it sufficient to disseminate information about our Title I programs to Title I personnel?*

   No. Dissemination must reach out to other schools, parents, community, and the State Department of Education. All dissemination efforts shall be coordinated through the dissemination specialist in the Office of Federal, State and Special Programs.

RELATING TITLE I PROGRAM TO OBJECTIVES

It is critical that activities selected for the program be keyed to the objectives. A clear relationship should be established between the behaviors the program proposes to change, the services or materials purchased for the program and the actual behaviors of the students in the program (What they are doing when receiving the program services). This activity is aimed at helping you understand this principle.

EXAMPLE: A reading program with the objective of teaching decoding skills might produce the following classroom behaviors:

> Students listen to cassette tape with earphones, pronounce the sounds they hear while locating and looking at the written sounds on the word wheel in front of them. As students complete the lesson they are checked for progress by a teacher aide.
>
> (The above are observable behaviors that you could see being practiced when walking into a classroom of a program with this objective.)
>
> These practice behaviors can be listed in the following manner:

Category (Service or Materials)	Classroom Behaviors Which Will Be Changed for Students and/or Staff
1. Cassette tapes, cassette recorder, earphones, word wheels	Students will practice decoding word sounds heard on the tape and seen on the word wheel.
2. Teacher-Aide	Teacher-aide will check the students' progress after each lesson on the tapes has been completed.

To understand how this process works with other programs and when it is not applicable, the following exercises have been developed.

Exercise 1: Describe what would be seen in a classroom of a program designed to develop gross motor (large muscle) coordination in first grade children.

What you would see: (Check the appropriate boxes.)

- ☐ 1. Children sitting in desks reciting the alphabet.
- ☐ 2. Children playing group game.
- ☐ 3. Children running and screaming with random disorganized behavior.

EXERCISE 2: Describe what would be seen in a classroom of a program designed to provide tutoring of second graders by sixth graders thereby teaching both sets of students reading comprehension.

What you would see: (Check the appropriate boxes.)

- ☐ 1. Teacher asking children questions after a story had been read.
- ☐ 2. Children playing group games.
- ☐ 3. Older students listening to second graders reading orally.

For Exercises 1 and 2 fill in the forms below using the example used in the beginning of this section as a guide.

EXERCISE I

Category	Classroom Behavior Which Will Be Changed for Students and/or Staff

EXERCISE 2

Category	Classroom Behavior Which Will Be Changed for Students and/or Staff

VI. EVALUATION

Comments

The Title I program includes specific evaluation procedures that are appropriate for the services to be provided and consistent with approved program objectives. Adequate staff and other resources will be provided to implement the procedures. (Authority: 20 USC 241e(a)(6)

1. *Must every Title I program be evaluated?*

   Yes. Title I requires an evaluation of every Title I program. The evaluation design must be described in the proposal describing the project.

2. *What is to be measured in the evaluation of a Title I program?*

   The evaluation will determine the extent to which the objectives of the program have been met. If the objective of the program was to increase reading comprehension, then the evaluation would determine if the percentage of students designated in the objective increased in reading comprehension to the extent that the objectives stated they would. If the objective stated: 75% of the students would increase one grade level in reading comprehension and it was found in the evaluation that 79 percent of the students increase 13 months, then the objective has been met. This kind of objective could be measured by pre- and post-testing.

3. *Is there a required format for evaluation?*

   Yes. The format for evaluation requires the following information:

   1. **Participants** - who will be measured. This usually is the same group designated as "Individuals" under program objectives.

   2. **Data Collection Schedule** - How and with what time schedule will the evaluation data be gathered on the students.

   3. **Data Analysis** - How will the data be analyzed to reveal if the objectives have been met.

Example:

PERFORMANCE OBJECTIVE	EVALUATION DESIGN
1. Individual(s) 485 students, grade 4 in Region X who have not been able to orally read 50% or more of the 5500 word vocabulary used in fourth grade textbooks.	**PARTICIPANTS:** 485 students, grade 4, in Region X who have not been able to orally read 50% or more of the 5500 word vocabulary used in fourth grade textbooks. **DATA COLLECTION SCHEDULE:** Pre-Test in September, 1972, Post-Test in May, 1973 with Oral Reading Test. **DATA ANALYSIS:** The percentage of students acquiring at least 90 percent of the 5500 word vocabulary will be determined.
2. Behavior Vocabulary decoding.	
3. Level of Accomplishment 75% of the students in the program will be able to orally read at least 90 percent of the words used in fourth grade textbooks.	
4. Measurement Methodology Oral Reading Tests.	

4. *Who is responsible for the development of the evaluation procedures for each of our proposed Title I programs?*

   These evaluation procedures are to be developed by the Department of Research and Development working with the persons who are designing the Title I program.

5. *What if our program does not meet the program objectives?*

   In the Title I proposal you must indicate "Possible Program Alternatives." For Example:

POSSIBLE PROGRAM ALTERNATIVES
1. If the objective is met and the component was implemented as planned. The component will be expanded and continued during the following school year.
2. If the objective is NOT MET and the component was implemented as planned. Determination will be made as to why the objective was not met and appropriate adjustments will be made in the program.
3. If the objective is met and the component was NOT implemented as planned. Whatever did take place that was successful whether or not originally planned will be documented, replicated and considered for expansion.
4. If the objective is NOT MET and the component was NOT implemented as planned. All effort will be made to determine the causes for not implementing the program. The problems will be eliminated as soon as possible and the program will be implemented.

6. *How much should we budget for evaluation expenses?*

Evaluation of your Title I program will be conducted by the Department of Research and Development. They will coordinate evaluation plans with the Region and Title I project staff. Therefore, the only expenses a Region would incur for evaluation would be for purchases of any necessary evaluation materials not already available.

VII. FISCAL PLANNING

Comments

1. *How do we determine what goes in the budget?*

   After having carefully developed the program needs, objectives, description and evaluation it is necessary to prepare a budget. The first consideration in preparing a budget is determination that the items to be purchased (staff, materials, equipment) will allow the objectives of the program to be met. The listing of categories with classroom behaviors in Section V - **Implementation** - should be used as a guide.

2. *What is the format for the budget?*

   Title I budgets are divided into the following classifications:

   I Salaries
   II Travel
   III Contracted Services
   IV Materials and Supplies
   V Equipment
   VI Other Expenses

   All budget line items will be included under one of these categories. Each section of the budget will be discussed in detail below.

SALARIES

3. *How do we determine salaries of professional personnel to be employed in the program?*

   The salaries of professional personnel are based on negotiated contracts. All salaries must be determined by Central Personnel Office.

4. *What are the salaries for part-time professional personnel?*

   Presently part-time professional personnel receive the following:

   Teachers – $7.09 per hour

   Teacher-in-Charge – $7.57 per hour

5. *What are the salaries of paraprofessionals?*

   Paraprofessionals hourly rates currently range from $1.90 to $3.10 per hour. These rates are determined by negotiation and are subject to change. If you do not know the actual rate of the paraprofessionals employed in the program, budget them in the proposal at an average of $2.50 per hour.

6. *Is there a contract governing the employment of paraprofessionals?*

   Yes. The "School Service Assistant Guidelines" govern the employment of paraprofessionals.

7. *What are the fringe benefits for personnel and how are they budgeted?*

   a) Full-time personnel with an annual salary receive fringe benefits at the rate of 12.77 percent. This would include teachers, counselors, supervisors, directors, and clerk-typists working on a full-time annual salary basis.

   b) Full-time personnel paid on an hourly basis and part-time personnel receive fringe benefits at the rate of 10.81 percent.

   c) In addition paraprofessionals receive insurance which is currently budgeted at the rate of $268 per year.

All of these rates are subject to change based upon negotiations and new contracts. For specific rates at the time your budget is being prepared, call Central Personnel Office.

TRAVEL AND TRANSPORTATION

8. *How do we provide for any travel expenses of program staff?*

   Travel should be itemized in two categories: Local mileage and out-of-town travel. For local mileage itemize the number of people who will be traveling, the estimated number of miles, the rate per mile and the total expense. For out-of-town travel estimate the total amount of expenses and indicate the purpose of the travel. Out-of-town travel is only allowed when the travel is directly related to Title I services being received by Title I students. Prior approval for such travel is always necessary.

CONTRACTED SERVICES

9. *Can we contract with outside agencies or companies for services in our Title I program?*

   Yes. In order to implement a new Title I program it may be necessary to contract for consultant services. Also when a Title I program provides additional services (such as medical, psychological) other than academic to Title I students it may be necessary to contract for them.

10. *How do we budget contracted services?*

    These services would fall under Part II of the budget – **Contracted Services.** It is necessary to list the number and kind of consultants, the rate per day and hour and the total amount of the contract. Telephone expenses would also be included in this part.

MATERIALS AND SUPPLIES

11. *How do we budget for supplies needed to implement the Title I program?*

    Under Part III – **Supplies,** list each item to be purchased: quantity, brand and description, cost per unit, total cost.

EQUIPMENT

12. *How do we provide for equipment needed in the Title I program?*

Only equipment necessary for the implementation of the program can be purchased. The equipment budget must not exceed five percent of the total budget. A rationale and justification on a separate page must be included for each item budgeted. The quantity, brand and description, cost per unit and total cost must be listed for each equipment item.

OTHER EXPENSES

Any other expenses to be incurred in the program should be listed and detailed in this section.

SAMPLE BUDGET

TITLE I, ESEA BUDGET

for

Region X Reading Project

I. PERSONNEL SALARIES

A. Full-Time Professionals
(Designate number, salary per year, total salaries)

1 Project Coordinator (Jr. Administrative Assistant) @ $17,860/year	$ 17,860
15 Teachers @ $13,750/year	206,250

Full-Time Clerical

1 Clerk-Typist @ $6,500/year	$ 6,500

B. Part-Time Professionals
(Number of professionals X rate per hour X hours per week X weeks per year)

Part-Time Clerical
(Number of Clerical workers X rate per day or hour X number of days)

C. Paraprofessionals
(Number of paraprofessionals X rate per hour X hours per week X weeks per year)

30 Paraprofessionals @ $2.50/hour/average X 30 hours week X 40 weeks	$ 90,000

D. Students
(Number of students X rate per hour X hours per week X weeks per year)

E. Fringe

12.77% X $230,610	(Total of A)	$ 29,449
10.81% X 90,000	(Total of B & C)	9,729
.12% X _____	(Total of D)	_____
Insurance For Aides: 30 X $268		8,040
	Total Personnel- - - - - - - - - - - - - - - - - - -	$367,828

II. TRAVEL & TRANSPORTATION

(Local Travel: number of people traveling X No. of miles X rate per mile (10¢)

Project Coordinators Travel - 50 miles/month X 10 months	$ 500

Out-of-Town: Estimate expenditures and indicate purpose of travel)

Total Travel & Transportation- - - - - - - - -	$ 500

III. CONTRACTED SERVICES

(List number of consultants, kind and rate per day or hour and total of contract)

1 Telephone @ $15/month X 10 months	$ 150
2 XYZ Reading Consultants - $50/day X 3 days	300
Total Contracted Services- - - - - - - - - - - -	$ 450

IV. MATERIALS & SUPPLIES

(For each item list the quantity, brand and description, cost per unit and total cost)

20 XYZ Reading Kits – $50/each	$ 1,000
Consumable Supplies for Reading Program	400

Total Materials & Supplies ---------- $ 1,400

V. EQUIPMENT

(On separate pages attach rationale for each item)

(For each item list below the quantity, brand and description, cost per unit and total cost.)

Total Equipment ---------- _____

VI. OTHER

Total Other ---------- _____

GRAND TOTAL ---------- $370,178

TITLE I, ESEA BUDGET

for

_____Project

I. PERSONNEL SALARIES

A. Full-Time Professionals
(Designate number, salary per year, total salaries)

Full-Time Clerical
(Designate number, salary per year, total salaries)

B. Part-Time Professionals
(Number of professionals X rate per hour X hours per week X weeks per year)

Part-Time Clerical
(Number of clerical workers X rate per day or hour X number of days)

C. Paraprofessionals
(Number of paraprofessionals X rate per hour X hours per week X weeks per year)

D. Students
(Number of students X rate per hour X hours per week X weeks per year)

E. Fringe

12.77% X_____ (Total of A) _____

10.81% X_____(Total of B & C) _____

.12% X_____(Total of D) _____

Insurance For Aides:

_____X $268 _____
(No. of Aides)

Total Personnel- - - - - - - - - - - - - - - _____

II. **TRAVEL & TRANSPORTATION**

(Local Travel: number of people traveling X No. of miles X rate per mile (10¢)

Out-of-Town: Estimate expenditures and indicate purpose of travel)

Total Travel & Transportation- - - - _____

III. CONTRACTED SERVICES

(List number of consultants, kind and rate per day or hour and total of contract)

Total Contracted Services- - - - - - - - - - - _____

IV. MATERIALS & SUPPLIES

(For each item, list the quantity, brand and description, cost per unit and total cost)

Total Materials & Supplies- - - - - - - - - - _____

V. EQUIPMENT

(On separate pages attach rationale for each item)

(For each item below the quantity, brand and description, cost per unit and total cost.)

Total Equipment- - - - - - - - - - - - - - - - _____

VI. OTHER

Total Other- _____

GRAND TOTAL - - - - - - - - - - - - - - - - - _____